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APR 1 2013

OFFICE OF THE
SENATE COUNCIL**1. General Information**

1a. Submitted by the College of: LAW

Date Submitted: 4/2/2013

1b. Department/Division: Law

1c. Contact Person

Name: Douglas C. Michael

Email: michaeld@uky.edu

Phone: 71485

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Specific Term/Year¹ Spring 2013

1e. Should this course be a UK Core Course? No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: No

2b. Prefix and Number: Law 993

2c. Full Title: International Economic Law and Institutions

2d. Transcript Title: LSA: Int'l Econ Law and Inst

2e. Cross-listing:

2f. Meeting Patterns

LECTURE: 1

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 1

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: The course will provide a survey of the three principal "global economic organizations" – that is, the International Monetary Fund, the World Bank, and the World Trade Organization – along with the key features of the international legal regime in which they operate. Building on that foundation, the course will examine several "legal practice problem sets" focusing on issues that legal professionals encounter in advising a range of clients. In addition, students will meet with local practitioners and visit legal institutions.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? Yes

If YES, enter the off campus address: London Law Consortium campus of the College of Law

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: No

If No, explain: offering depends on availability of faculty

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 2

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: Yes

Will it be of interest to a significant number of students outside the degree pgm?: No

If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: No

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE[MICHAELD|Douglas C Michael|Law 993 NEW College Review|20130401

Courses	Request Tracking
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New Course Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

ID	Attachment
Delete 1641	Head-London-syllabus-2012k07 (2).docx

First 1 Last

Select saved project to retrieve...

Get New

(*denotes required fields)

1. General Information

- a. * Submitted by the College of: Today's Date:
- b. * Department/Division:
- c.
 - * Contact Person Name: Email: Phone:
 - * Responsible Faculty ID (if different from Contact): Email: Phone:
- d. * Requested Effective Date: Semester following approval OR Specific Term/Year
- e. Should this course be a UK Core Course? Yes No
 If YES, check the areas that apply:
 - Inquiry - Arts & Creativity Composition & Communications - II
 - Inquiry - Humanities Quantitative Foundations
 - Inquiry - Nat/Math/Phys Sci Statistical Inferential Reasoning
 - Inquiry - Social Sciences U.S. Citizenship, Community, Diversity
 - Composition & Communications - I Global Dynamics

2. Designation and Description of Proposed Course.

- a. * Will this course also be offered through Distance Learning? Yes No
- b. * Prefix and Number:
- c. * Full Title:
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed ² with (Prefix and Number):
- f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours³ for each meeting pattern type.

<input type="checkbox"/> 1 Lecture	<input type="checkbox"/> Laboratory ⁴	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
<input type="checkbox"/> Indep. Study	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum
<input type="checkbox"/> Research	<input type="checkbox"/> Residency	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio
<input type="checkbox"/> Other	If Other, Please explain: <input type="text"/>		
- g. * Identify a grading system: Letter (A, B, C, etc.) Pass/Fail
- h. * Number of credits:
- i. * Is this course repeatable for additional credit? Yes No
 If YES: Maximum number of credit hours:
 If YES: Will this course allow multiple registrations during the same semester? Yes No

j. * Course Description for Bulletin:

The course will provide a survey of the three principal "global economic organizations" - that is, the International Monetary Fund, the World Bank, and the World Trade Organization - along with the key features of the international legal regime in which they operate. Building on that foundation, the course will examine several "legal practice problem sets" focusing on issues that legal professionals encounter in advising a range of clients. In addition, students will meet with local practitioners and visit legal institutions.

k. Prerequisites, if any:

l. Supplementary teaching component, if any: Community-Based Experience Service Learning Both

3. * Will this course be taught off campus? Yes No

If YES, enter the off campus address: London Law Consortium campus of the College of Law

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply): Fall Spring Summer Winter

b. * Will the course be offered every year? Yes No

If No, explain: offering depends on availability of faculty

5. * Are facilities and personnel necessary for the proposed new course available? Yes No

If No, explain:

6. * What enrollment (per section per semester) may reasonably be expected? 2

7. Anticipated Student Demand.

a. * Will this course serve students primarily within the degree program? Yes No

b. * Will it be of interest to a significant number of students outside the degree pgm? Yes No

If YES, explain:

8. * Check the category most applicable to this course:

Traditional - Offered in Corresponding Departments at Universities Elsewhere

Relatively New - Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. * Is this course part of a proposed new program? Yes No

If YES, name the proposed new program:

b. * Will this course be a new requirement^a for ANY program? Yes No

If YES^a, list affected programs:

10. Information to be Placed on Syllabus.

a. * Is the course 400G or 500? Yes No

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in 10.b. You must include: (i) Ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl 10.a above) are attached.

- Ⓜ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- Ⓜ The chair of the cross-listing department must sign off on the Signature Routing Log.
- Ⓜ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, is two hours per week for a semester for one credit hour. (from SRS 2.1)
- Ⓜ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- Ⓜ In order to change a program, a program change form must also be submitted.

Rev 8/09

[Submit as New Proposal](#) [Save Current Changes](#) [Delete Form Data and Attachments](#)

Syllabus and Course Information

for

– INTERNATIONAL ECONOMIC LAW & INSTITUTIONS –

London Intersession – March 2013

– J. W. Head / prepared late October 2012 –

Aims & General Nature of the Course

The course will provide a survey of the three principal “global economic organizations” – that is, the International Monetary Fund, the World Bank, and the World Trade Organization – along with the key features of the international legal regime in which they operate.

Lawyers engaged in international legal issues – whether for large corporate clients, small commercial concerns, official agencies, or public foundations – need to be conversant in international economic law as it bears on their clients’ interests. Maybe a foreign investor faces the prospect of currency controls being imposed by a host government; maybe an NGO wishes to take legal action against the World Bank for perceived violations of indigenous peoples’ rights; maybe a small-scale manufacturer importing component parts from abroad must determine the tariffs it will have to pay; maybe a large corporation wishes to bring an antidumping case against a foreign competitor; maybe a contractor or consultant wants to get hired to carry out services under an infrastructure project financed by the World Bank; maybe a state agency needs advice on qualified investments in which it can place its funds. In all these instances, and many more, lawyers are called on to assist a range of clients in navigating their way through international economic law and in working with global economic organizations.

This introduction to international economic law and organizations offers a useful background for providing these sorts of assistance – and, more broadly, for participating in the ongoing policy discourse regarding the future of global economic relations. For a

practical-application exercise, the course will examine several “legal practice problem sets” focusing on issues that legal professionals encounter in advising a range of clients.

Course Materials & Reading Assignments

The course will rely mainly on a book and a small set of Supplemental Materials.

- The book is: *John W. Head, LOSING THE GLOBAL DEVELOPMENT WAR* (2008, Martinus Nijhoff). It is available online through Brill (http://www.brill.com/brill-search/results/title%3A%22development%20war%22%20author_editor%3A%22head%22) or through Amazon.com (see <http://www.amazon.com/John-W.-Head/e/B001JOAR2C>), or elsewhere.
- The Supplemental Materials will be provided by Mr. Head at the time of the course in March.

Reading assignments will be approximately as follows (minor adjustments might be made later):

- In advance of the beginning of the Intersession, please read (or at least give a “thorough skim” to) Chapters 1 and 2 of the book. This is about 60 pages.
- In advance of the first class session, read section I of Chapter Three of the book – pages 91-104.
- In advance of the second and third class sessions, read section II of Chapter Three of the book – pages 105-116 – and also skim those portions of Chapters Four and Five that relate directly to the IMF (see subsection headings in those chapters to determine this).
- In advance of the fourth and fifth class sessions, read section III of Chapter Three of the book – pages 117-134 – and also skim those portions of Chapters Four and Five that relate directly to the MDBs (see subsection headings in those chapters to determine this).

- In advance of the sixth and seventh class sessions, read section IV of Chapter Three of the book – pages 135 to the end – and also skim those portions of Chapters Four and Five that relate directly to the WTO (see subsection headings in those chapters to determine this).
- In advance of the eighth class session, skim Chapter Six of the book.

Description of Coverage of Class Sessions

The general content of the class sessions – as well as the approximate timing of each one – will be as follows.

Historical and Ideological Background to the Global Economic Organizations (Monday – 120 minutes)

Overview of the historical background and legal environment of international economic relations, with special emphasis on some specific changes occurring in the past half-century. Examination of the ideological bases on which the IMF, World Bank, and GATT were founded, along with the evolving conceptions of international law, economic development, globalization, and North-South relations. Introduction to the constitutional documents and legal personality of the IMF, the World Bank, and the WTO.

The International Monetary Fund and Global Monetary Collaboration (Tuesday – 190 minutes)

Detailed discussion of the IMF's "grand design" of the 1940s, collapse in the 1970s, reinvigoration of the 1980s, and scrutiny in the 1990s to today. Examination of the Fund's resources, financing facilities, and conditionalized lending for both balance-of-payments purposes and crisis relief purposes – and also of the Fund's non-financial functions (surveillance, research, technical assistance, and policy endorsement). Consideration of the IMF's governance, with special emphasis on weighted voting, managerial selection, and "cultural capture" of governing bodies. "Legal practice problem sets" to focus on advising clients on

stand-by arrangement negotiations, currency-control issues, and foreign direct investment in deep-debt countries.

***The World Bank and Its Affiliates – Financial
Intermediation for Economic Development
(Wednesday – 190 minutes)***

Introduction to the World Bank, World Bank Group, and regional multilateral development banks – including the London-based European Bank for Reconstruction and Development . Examination of development bank lending operations, with special emphasis on project financing and policy-based lending (and distinctions between World Bank and IMF lending purposes and terms). Attention to funding issues and the significance of “financial intermediation for economic development”, in light of the changing global economy and its main players (G-7, NICs, BRICs, G-20, etc.). Brief consideration of membership, institutional, and governance issues, as well as “generational” evolution of the development banks’ policy footprints. “Legal practice problem sets” to focus on advising clients on issues of procurement, securities qualification, and “judicial review” of World Bank lending decisions.

***The GATT/WTO System: A Changing Multilateral
Regime for Trade Liberalization
(Thursday – 120 minutes)***

Historical survey of inter-war-period trade frictions, the conception and abortion of the International Trade Organization, and the 45-year life of the GATT 1947. Examination of GATT “pillars” and key exceptions to GATT principles, including antidumping measures, countervailing measures, and Article 24 “free” trade areas (e.g., the EU). Special concentration on the Uruguay Round Agreements, including the GATT 1994, the WTO charter, and the Dispute Settlement Understanding. Comparison of WTO institutional status and structure with those of IMF and World Bank. Survey of the current status of Doha Round efforts in the midst of financial crisis and anti-globalization sentiment. “Legal practice problem sets” to focus on advising clients on issues of customs classification, antidumping investigations, and agricultural subsidy initiatives.

***Policy, Practice, and Prospects
for the Global Economic Organizations
(Thursday – 90 minutes)***

Comparison of the evolution of the IMF, World Bank, and WTO in terms of policy footprint enlargement. Consideration of the future – both ideal and practical – of the global economic organizations, in light of an intelligent evaluation of several main criticisms levelled at these institutions. These include: democracy deficit, ideological misalignment, social degradation, sovereignty encroachment, and technical overreach. Consolidation of key points regarding the practice of international economic law and the role of legal professionals in their operation.

Grading

Grades for the course will be assigned on the following basis:

- 50% of the grade is to be based on a set of roughly 50 multiple-choice and short-answer questions, in order to evaluate the extent to which the basic factual content that is essential to understanding international economic law and institutions has been mastered;
- 50% of the grade is to be based on an essay or problem-solving component – probably one or two questions – that would call for an analysis using materials we will have covered in the course (readings and class discussions).

For this purpose, a two-part exam will be administered on Friday. The first portion (multiple-choice and short-answer) will occupy about one hour; the second (essay / problem-solving) will occupy about an hour and a half.